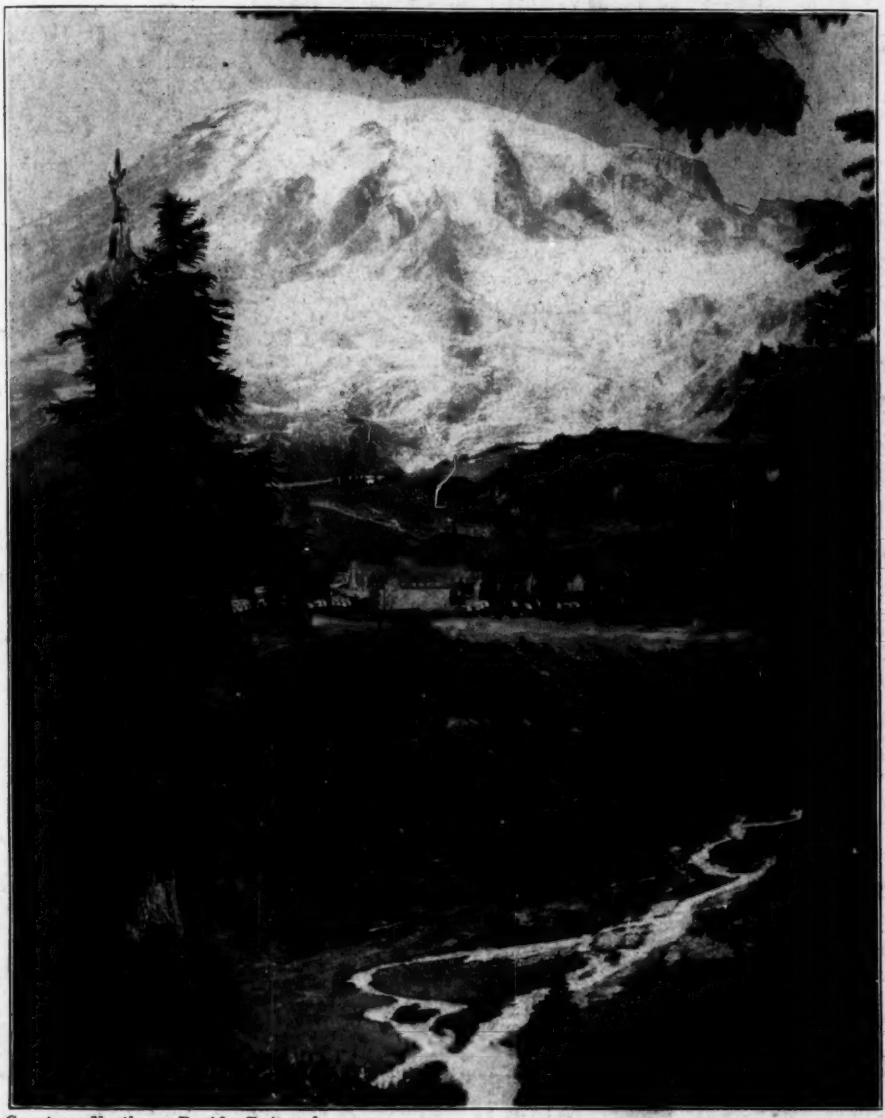
DEC 17 1925

The JOURNAL of GEOGRAPHY

VOLUME XXIV DECEMBER, 1925 NUMBER 9



Courtesy Northern Pacific Railroad

Among the wonders of America enjoyed by thousands is Paradise Valley, Mount Rainier, and Nisqually Glacier. Have you experienced the spell imparted by the grandeur of this scene?

Published by A. J. NYSTROM & Co., for THE NATIONAL COUNCIL OF GEOGRAPHY TEACHERS

THE JOURNAL OF GEOGRAPHY

A MAGAZINE FOR SCHOOLS

GEORGE J. MILLER, *Editor*
CORA P. SLETTEN, *Assistant Editor*
State Teachers College, Mankato, Minn.

Associate Editors

R. H. WHITBECK, University of Wisconsin, Madison
R. M. BROWN, Rhode Island College of Education, Providence
ERNA GRASSMUCK, State Department of Public Instruction, Harrisburg, Pa.
A. E. PARKINS, George Peabody College for Teachers, Nashville, Tennessee

---

SUBSCRIPTION TERMS

The subscription price is $2.50 a year, payable in advance. The price of single copies is 35 cents. Postage is prepaid on subscriptions from the United States, Canal Zone, Republic of Panama, Porto Rico, Cuba, Virgin Islands of the United States, Dominican Republic, Philippines, Guam, Samoan Islands, Hawaii, Mexico, Costa Rica, Guatemala, Nicaragua, Republic of Honduras, Salvador, Argentina, Bolivia, Brazil, Colombia, Ecuador, Paraguay, Peru, Uraguay, Spain and Spanish colonies. Postage is charged extra for Canada and all other countries in the Postal Union as follows: 27 cents on annual subscriptions (total $2.77), on single copies 3 cents (total 38 cents).

The *Journal* is the official organ of the National Council of Geography Teachers and is sent to all members of the organization. The annual dues, $2.00, are payable to the *Journal of Geography*. Extra postage rates for copies sent to foreign countries should be added to the membership dues.

Patrons are requested to make all remittances payable to the *Journal of Geography*, in postal or express money orders or bank drafts.

Members and subscribers who wish to continue receiving the *Journal* must send remittances promptly to assure the volume being complete.

Send manuscript and books for notice or review to the *Editor*.
Send orders for back numbers to *Journal of Geography*.

Published monthly except June, July and August

PUBLICATION OFFICES: 458 AHNAIP STREET, MENASHA, WISCONSIN

Business Correspondence, Membership Dues, and Subscriptions may be sent to Publication office or to

A. J. NYSTROM AND COMPANY,
PUBLISHERS, JOURNAL OF GEOGRAPHY,
2249 CALUMET AVENUE, CHICAGO

Entered as second-class matter January 15, 1919, at the postoffice of Menasha, Wisconsin, under the Act of March 3, 1879.

Published by A. J. NYSTROM & Co., for THE NATIONAL COUNCIL OF GEOGRAPHY TEACHERS

The JOURNAL of GEOGRAPHY

Copyright 1925, by The Journal of Geography

VOLUME XXIV DECEMBER, 1925 NUMBER 9

JUGOSLAVIA

E. M. SANDERS
Furzedown Training College, London

REGIONS AND RESOURCES

Serbia is one of the Balkan States that had sufficient courage and national consciousness to wrest its independence from Turkey towards the end of the nineteenth century. By the peace that followed the Great European War, Serbia, with other provinces, was incorporated as the Kingdom of the Serbs, Croats, and Slovenes, known also as Jugoslavia—a state composed of several peoples with very different history and traditions. A consideration from the geographer's point of view of the present position of the state of Jugoslavia may be best begun with an account of the natural regions that are comprised within its boundaries.

In Jugoslavia five Natural Regions can be distinguished[1] (Fig. 1). The core of the State is occupied by the *Central Region.* It comprises most of Serbia and Bosnia. To the north of this Central Region the land sinks to the great *River Plains* of Croatia and Slavonia, including also the division called Voivodina comprising part of the Banat, and some other districts which formerly belonged to Hungary. A small part of the Lower Danube Plain in the northeast corner of the State also belongs to Jugoslavia. To the west the land is mountainous, an *Alpine Region* occupies the northwest, and the mountain chains continue southward, running parallel to the Adriatic coast, forming the *Dinaric Region.* On the east of the Central Region there are also fold mountains, the ends of the Balkan Ranges forming the *Balkan Region.*

[1] Authorities for Natural Regions are:
Cvijic, La Peninsule Balkanique
Partsch, Central Europe
Report of the British Economic Mission on the Geology and Mineral Resources of the Serb-Croat-Slovene State, 1921
Personal observation during a visit in 1922
B. J. Milojevic, The Kingdom of the Serbs, Croats, and Slovenes. *Geog. Rev.*, Vol. XV, Jan., 1925

THE CENTRAL REGION

The Central Region is one of the most promising and certainly the most important part of Jugoslavia. It comprises most of Serbia and part of Bosnia. Here is the stronghold of the Serbs, where the national spirit has been kept most keenly alive, where the successful fight for freedom has been fought. The northern part is occupied by a terraced plateau, sloping to the Danube.

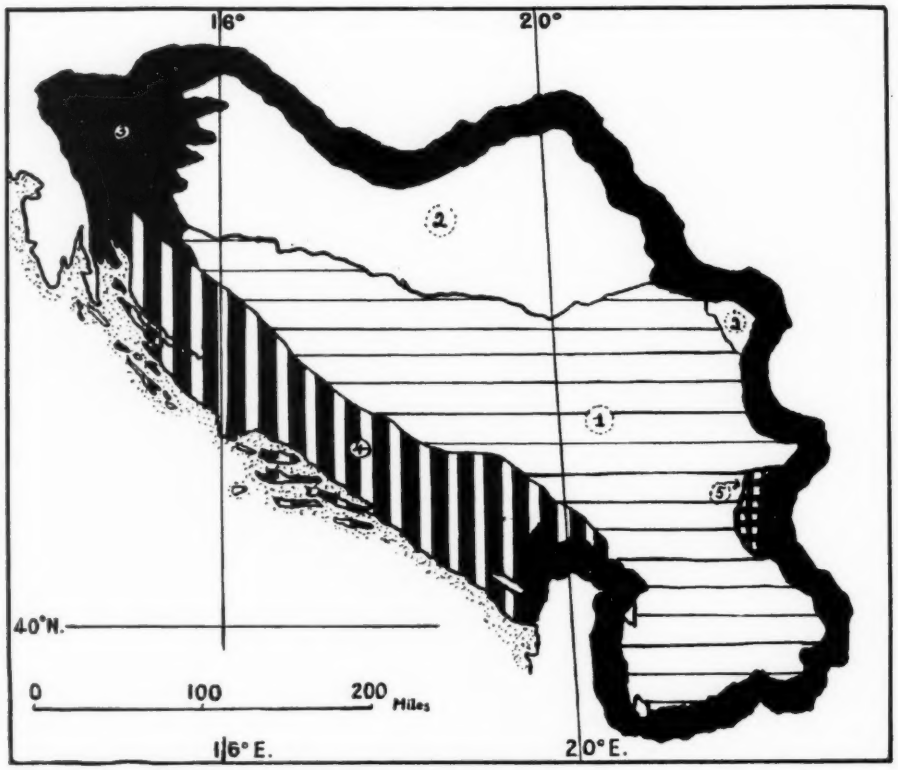


FIG. 1. Natural regions of Jugoslavia. 1. Light horizontal lines indicate the Central Region. 2. Unshaded part indicates the River Plains. 3. Heavy vertical lines indicate the Dinaric Region. 4. Solid black shading indicates the Alpine Region. 5. Heavy cross-lines indicate the Balkan Region. The boundary of Jugoslavia is shown by a solid black line. The map is compiled after data given in "La Peninsule Balkanique" by J. Cvijic; also data from "Central Europe" by Partsch.

Gentle slopes, fertile soil, and the Central European climate combine to make it a very rich agricultural zone. As one goes southward the country becomes very rugged and of varied relief. It is now the wild and broken scenery of the ancient rocks forming the crust block of the Balkan peninsula that meets the eye. A

complicated mass of high mountains covers the greater part of the region, interrupted here and there by an elongated basin, which has been caused by tectonic movements. These basins are floored with fertile soil, and play a large part in the life of the Serbian people. It is fortunate for Serbia that they are so aligned as to provide not only easy inter-communication, but a route for the international railway passing thru the midst of its territory. The series of basins occupied by the Morava and Vardar Rivers form a highway running north-south from Nish to Salonika; the trans-continental railway follows another of these basins from Nish to the Iskar and Maritza valleys, while a third route follows the line of the Kossovo depression to Mitrovitza. In consequence the towns of this region are for the most part route centers, and the concentration, together with the facilities for intercommunication, has had a unifying effect upon both people and commerce.

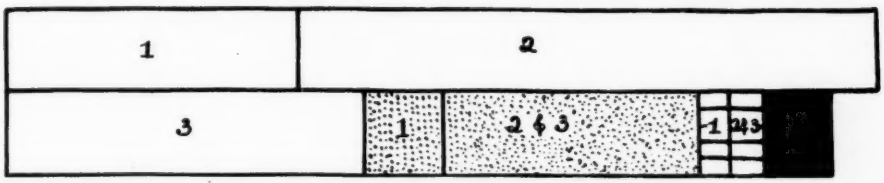


FIG. 2. Diagram showing Utilization of the Land. Numbers refer to provinces: 1, to Servia; 2, to River Plains; 3, to the remainder. Shading indicates crop, etc.; unshaded indicates wheat and maize (7,500,000 Ha.); dotted indicates improved pasture (2,140,000 Ha.); lined indicates fruit trees (430,000 Ha.); solid black indicates vines (387,000 Ha.). Constructed from figures given by Vucetic in "Le Royaume des Serbes, Croats and Slovenes," Paris, Nov., 1922, pp. 20-23. I hectare = 2.47 acres.

The southern part of this zone enjoys a warmer climate, due to its position. The lower ground produces the typical Mediterranean crops, but the greater part of the region is so elevated that the climate is still rigorous in winter.

THE RIVER PLAINS

The flood plains of the rivers Danube, Save and Drave occupy the northern part of Jugoslavia. This is a region of rich agricultural land for the most part very flat, but broken in places by hills and bordered in one part of the northern boundary by moving sand dunes. The monotonous even surface is in part given up to oak forests and swine rearing, and in part to the growing of maize and other cereal crops.

Waterways are provided by the Danube, Save and Drave, all of which are navigable in their lower courses, a great deal having

been done by Austrian enterprise to overcome the difficulty caused by the uncertainty of the volume and the irregularity of the channels of the streams. The Save, Drave, and Danube converge on Belgrade, making it a center of routes going eastward. Thus the relief of the land favors a trade outlet to the east rather than to the west, and it is the tragedy of Jugoslavia that this natural outlet leads to regions where there is no demand for its goods, and that the routes to the Adriatic are rendered difficult by mountains and karst. The small district in the northeast, consisting of part of the plain of the Danube below the Iron Gates, is not nearly so well developed agriculturally as the plains of Croatia and Slavonia.

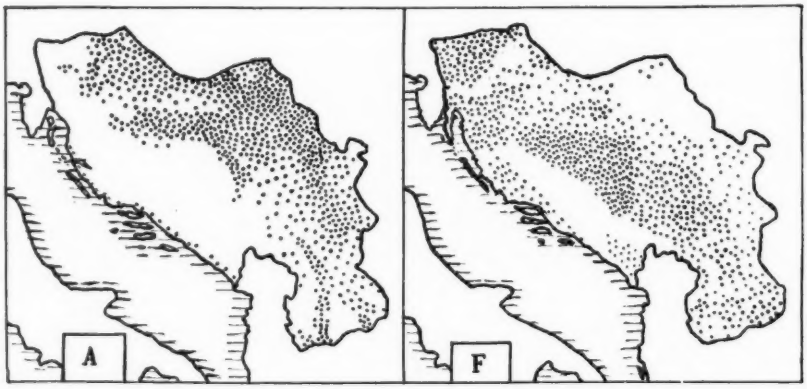


FIG. 3. Sketch map showing the approximate distribution of arable land and orchards (map A), and of forests (map F). The dots are plotted in each division as suggested by the density of population, the geological structure, and the relief. Each dot represents 10,000 Ha. Figures taken from "Le Royaume des Serbes, Croats and Slovenes," p. 26.

THE ALPINE REGION

The Italian Alps continue into Slovenia (i.e. the land of Slovenes situated to the west of Croatia and Slavonia), eventually sinking under the great Croatian Plain. High sharp crested ridges, wide amphitheater-like cirques, steep glacial fans, and rivers rushing thru deep gorges, all typical Alpine characteristics, are present here. There is mineral wealth on the border of the mountains and several large basins are found in the midst of these mountains. The basins are floored with fertile soil and yield abundant harvests of hops, wheat, maize and other grain. Laibach in the center of the largest basin is the largest town. There is mineral wealth near the city and it is situated at the

junction of routes. The railway from Vienna and Zagreb (Agram) to the ports of the Adriatic, and the main Orient line thru Milan to Western Europe intersect at this point. In addition to these advantages waterpower is available on account of the relief, so that it is natural that Slovenia should be to the fore in commerce and the development of natural resources. In fact the basin of Zagreb (Agram) is the most densely populated part of the country. The population is well over 200 per square mile.

THE DINARIC REGION

The Dinaric Region stretches along the western edge of Jugoslavia. From the point of view of human activity it can be divided into three long narrow zones running parallel to the Adriatic coast. The zone bordering the sea is a typical Mediterranean coast, it

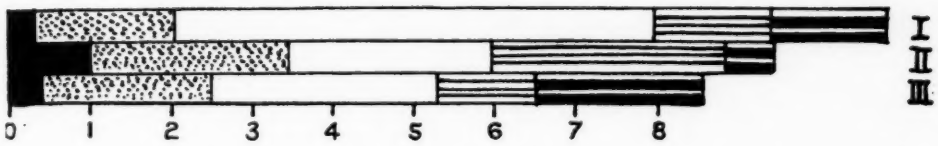


FIG. 4. Diagram showing the distribution of livestock in the major divisions of Jugoslavia in 1921, in millions of head. I. Indicates Serbia. II. Indicates the River Plains. III. Indicates the remainder. Solid black indicates horses, mules, and asses; dotted shading indicates cattle; unshaded part indicates sheep; fine horizontal lines indicate swine; heavy horizontal lines indicate goats.

has maritime and agricultural resources, sardine and tunny fishing, and produces wine, olive oil, figs and maraschino. The population of this coastal strip is fairly dense, altho very unevenly distributed. The largest groups occur where the routes from the interior converge upon a good harbor, of which there are numbers all along the coast. The population in the dense parts is over 200 to a square mile, the average is about 100 to a square mile and there are parts where there are less than 30 to a square mile. On the landward side of this strip stretches the extreme type of the Dinaric region, this is the Karst country occupying a belt from 60 to 70 miles wide, stretching all along the coastal strip. Owing to the permeable nature of the rocks, the rivers flow underground. This is disastrous from the point of view of human settlement since a large part of the land is devoid of any useful vegetation because of lack of water. There are no continuous

valleys to provide routes across the parallel mountain ridges or to make easy access to the interior from the coast. In addition a large proportion of the surface of the land is so riddled with sinkholes, unroofed caverns, and gorges, that any kind of communication is exceedingly difficult. For the greater part of this zone there is no reliable water-supply, and as far as one can see at present there is no prospect of improving matters by human skill. This zone has an exceedingly small population, the average is

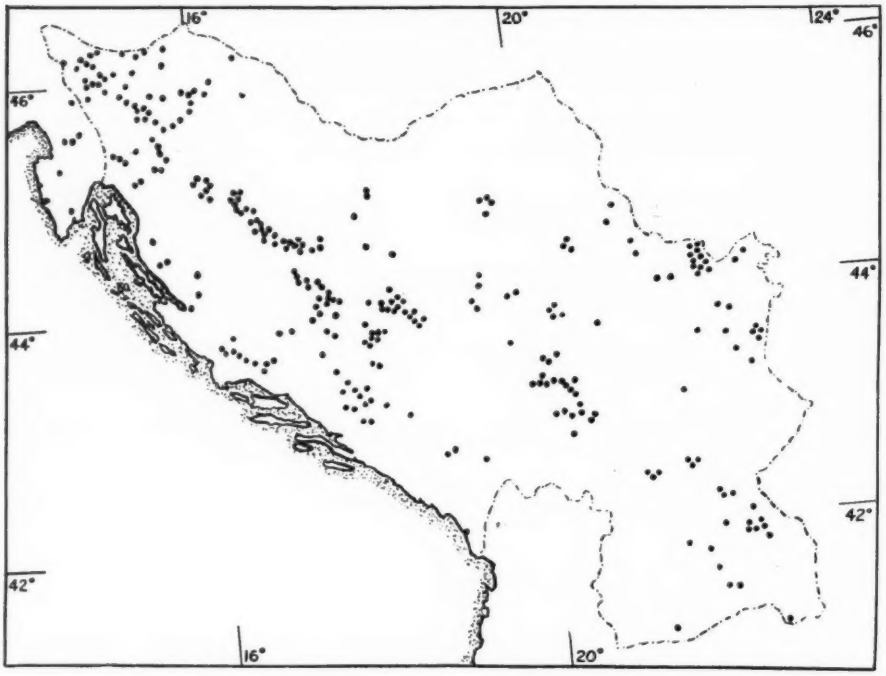


FIG. 5. Sketch map showing the distribution of mines. A dot is placed where each mine is located. After the map on p. 40 in "Le Royaume des Serbes, Croats et Slovenes."

under 30 per square mile. Small groups occur where the water is held up by a patch of impermeable soil. This region of desert karst ends suddenly as one proceeds into the interior, giving place to a third zone, a region of varied vegetation, which clothes a land of flat-topped plateaus, cut up by numerous streams. This zone is richly forested, there is a great deal of unimproved pasture and a small percentage of arable land and vineyards. Population is greater here, 50 to 100 per square mile but the development of the region is backward owing to its isolation and marked relief.

THE BALKAN REGION

This is a region of small promise. It is very mountainous and its forests have been destroyed. The population is concentrated in a few cultivated basins but on the whole it is sparsely populated.

UTILIZATION OF NATURAL RESOURCES

Agriculture.

Jugoslavia is essentially an agricultural state, 85 per cent of the people being farmers living on the land. The following quotation gives some information as to the methods of Jugoslavian agriculture: "Agriculture in our land, though relatively widespread, presents a varied picture from the point of view of agricultural development and methods of cultivation within the area of a quarter of a million square kilometers. A study of the agricultural conditions therefore is very interesting. In the southern parts, which formerly belonged to Turkey, the primitive forms of tillage (such as the wooden ploughshare) still exist, while in the north relatively advanced methods are in use (steam ploughs, combined reapers and binders, beet cultivation for sugar, hops for brewing, etc.). In the south quite common breeds of domestic animals are raised, fed on the extensive system, while here in the north choice foodstuffs are grown, and pedigree horses and cattle . . . . are bred."[2]

The yield is greatest in the River Plains. Reckoned in quintals,[3] per hectare[4] the yield of wheat in Croatia and Slavonia is 12.9 while in Voivodina it is as great as 16.9, for maize it is 16.9 in Croatia and Slavonia, while in Voivodina it is 28. For Serbia as a whole the production of cereals is 11.2 quintals per hectare. The reason for this difference is in general that in the river plains the methods are more scientific, and the soil is kept fertile by the rotation of crops and the use of fertilizer.[5]

In the River Plains the general aspect of the land speaks for itself. The well cared for, flourishing fields, the large villages with out-houses filled with wood, the immense stacks of fodder ready

[2] Emile E. Popovitch-Pecija, in *Economic and Financial Review*, November, 1923, Belgrade

[3] 1 Quintal=220.46 pounds

[4] 1 Hectare=2.47 acres

[5] Vucetic, Le Royaume des Serbes, Croats and Slovenes. p. 17 and following pages. Paris, 1922

for winter, all bear witness to the prosperity that comes from fertile soil, easy communication by river and road, and efficient management. The way in which the villages stretch interminably along the roads in itself testifies to the need of transportation for surplus products. An indication of the condition of agriculture is given by the figures for the yield per inhabitant. In Jugoslavia the yield per inhabitant is slightly over four quintals and it must be remembered that the greater part of the people are farmers. This is only slightly in advance of the figure for France, where a much smaller proportion of the people work on the

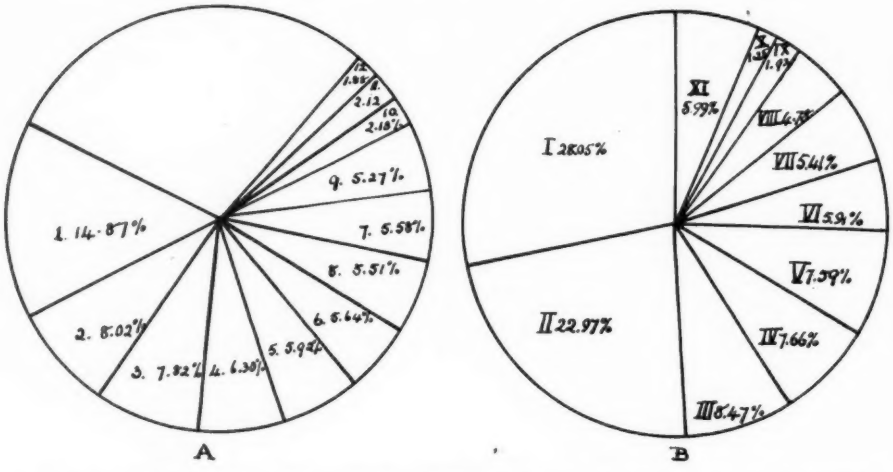


FIG. 6. Diagram A shows the percentage of the total value of exports furnished by each main product; average calculated for the three years 1920, 1921, and 1922. The numerals indicate the products as follows: 1, timber; 2, maize; 3, meat; 4, cattle; 5, wheat; 6, eggs; 7, prunes; 8, pigs; 9, wheat flour; 10, hemp; 11, copper ore; 12, horses.

Diagram B shows the destination of the exports. The percentage of the total value that each received in the year 1922 is shown on the diagram. The Roman figures show the countries as follows: I, Italy; II, Austria; III, Germany; IV, Switzerland; V, Czechoslovakia; VI, France; VII, Hungary; VIII, Greece; IX, England; X, Fiume; XI, All others. From *"Revue Economique et Financere,"* Dec., 1923, p. 11.

land. In Roumania where about the same proportion of the population are farmers as in Jugoslavia, the yield per inhabitant is almost double that of Jugoslavia.[6]

The percentage of arable land in each district is as follows: Voivodina 55, Serbia 38, including 200,000 hectares of orchards,

[6] E. de Martonne, La Nouvelle Roumanie dans la Nouvelle Europe. *Bull. Soc. Reg. Romane de Geog.*, Tom. XL, 1921

Croatia and Slavonia 34.8, Bosnia and Herzgovina 25.3, Slovenia 18, and Dalmatia 15.

Besides crop-raising the animal industries are exceedingly important. The marsh lands of the northern River Plains are used for rearing cattle for export, and the oak forests of the borderland of the plain are used for swine-rearing. Large numbers of the cattle are draught animals, but there is a great production of animals for market, both for exporting alive and for meat and leather production.

The plateau of the north of Serbia, and that of the Central Region generally is a transition region between the River Plains and the Mountains; in this transition zone are the famous plum orchards which give Serbia its important prune and plum export.

In the more remote regions, which are generally also more mountanious, the arable land becomes less and less and the forest and rough pasture more and more. Naturally a corresponding change takes place in the industries. Sheep are the most profitable animals to keep in regions where communication is difficult, since wool is always needed, and it is a light and non-perishable freight, and can be packed into bales of all sorts and shapes. Serbia and Bosnia are the chief sheep-keeping regions.

Forests.

As one journeys into the mountains one is soon in the heart of the forests, which still cover one-third of the area of Jugoslavia. The forest wealth of Jugoslavia is considerable. It is estimated that, with proper care, the amount of timber available each year for each inhabitant is .20 cubic meters and that in addition there should be a surplus for export of 4,000,000 cubic meters. In 1922, 14.7 per cent of the total value of the exports was furnished by timber, and much more could be available if the means of transport were more efficient. Serbia is especially poor in this respect and cannot make adequate use of its magnificent forests.

All the regions of Jugoslavia have some woodland, the lower areas having rich deciduous forests, such as the famous oak forests of the plains of Slavonia. As a rule, willows, poplars and elms are found on the lower damper land, with acacias, which are the characteristic trees of the plain. On the slopes of the hills there are chestnuts in numbers, while beeches crown the lower hills. The transition region is above all a tree-growing region.

Coniferous trees clothe the flanks of the high mountains, especially in the western part of the land, where the rainfall is greater. In Bosnia the timber industry is best developed. Lines of rails run out into the forest for the sole purpose of transporting timber. Bosnia has the greatest proportion of woodland, 50.1 per cent of the land being forested. Slovenia has 41.8 per cent, Croatia and Slavonia 35.1 per cent, Dalmatia has 29 per cent, Serbia 24 per cent, and Voivodina has less than 2 per cent.

Mineral Wealth.

Jugoslavia probably has great mineral wealth, only a part of which is at present developed. Out of 17,000 people engaged in

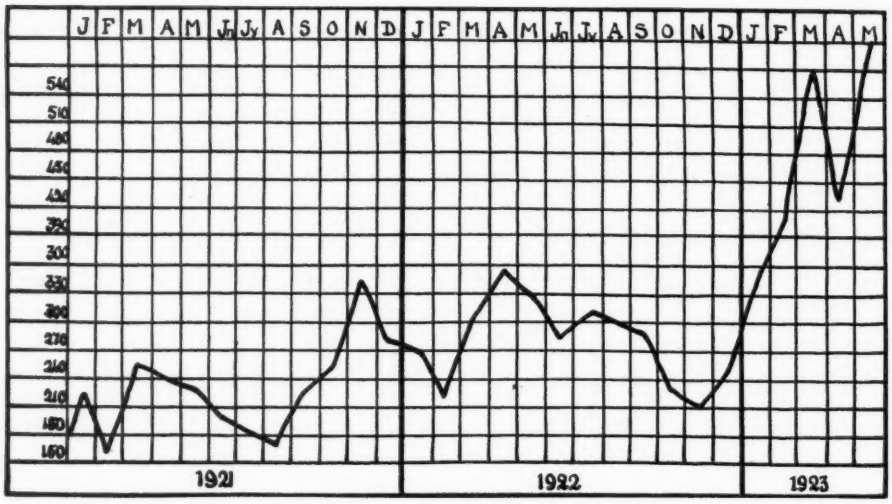


FIG. 7. Diagram showing the value of exports in dinars for each month of 1921, 1922, and the first part of 1923. Diagram constructed after information given in "Commercial Calendar 1923," p. 68, Belgrade Chamber of Commerce; with additions from "*Revue Economique et Financere,*" Dec., 1923, p. 11. 1 Dinar = $0.193.

mining, 10,000 are employed in the coal mines of Slovenia. This drives home the facts that Slovenia has by far the most developed mining industry, and that the mines play an inconsiderable part in the general life of the people.

In Slovenia, Croatia and Slavonia, the mining resources have been more completely exploited and developed both by the State and private enterprise than in the other provinces. In Bosnia and Herzgovina, they have been worked mainly by the State but their fuller development has been handicapped by the insufficient means

of communication in what is undoubtedly difficult mountain country. In Serbia, where development has been largely left to private enterprise, little has been done. This is largely owing to the commercial and economic subjection of the country, to the lack and high price of capital, and to the extremely inadequate means of communication. In Serbian Macedonia and Montenegro the difficult means of communication, coupled with political unsettlement, have prevented the exploitation of what appear to be promising mining areas.

Practically no mining has been done in Macedonia for over twenty years. In Dalmatia there are some eighteen mining undertakings; ten for asphalt and the remainder for brown coal. There are rich bauxite deposits in Dalmatia and western Croatia.

The approximate production of the mines per annum and a conservative estimate of the number of workmen employed in 1921 in each province is estimated to be as follows (there has been an increase since.): *Serbia,* copper over 12,000 tons; coal over 200,000 tons; lead and silver 652 tons; lead alone 1,000 tons; iron and pyrites 50,000 tons. The number of workmen employed is approximately 5,000. *Bosnia,* coal 860,000 tons; iron 61,600 tons; manganese 10,000 tons; salt 40,000 tons. There are 6,000 workmen employed. *Croatia* and *Slavonia,* coal 100,000 tons; lignite 200,000 tons. There are 3,000 workmen employed. *Slovenia,* coal 2,000,000 tons; zinc 6,000 tons. Over 11,850 workmen are employed. *Dalmatia,* coal over 100,000 tons.[7]

Commerce.

At present Jugoslavia ranks low in commercial importance, its development having been retarded by subjection to Turkey, and by the ravages of war. Since 1918, however, there has been rapid progress. It is by no means easy to give an anaylsis of the commerce of Jugoslavia. The following account of the state of the chief manufactures, the articles of export and import, and the destination of the exports, together with a note on the means of communication, may however help towards an appreciation of the economic position of the State.

The greater part of the needs of the country were in the past satisfied by small local industries (trades, work-shops, manufactories); especially was this the case in Serbia, Montenegro, Macedonia, Bosnia-Herzegovina and Dalmatia. Industry on a large

[7] Mining statistics are from Vucetic, Le Royaume des Serbes Croats et Slovenes

scale was very little developed owing to the poverty of the peasant population, the smallness of their requirements, the absence of capital and of expert instruction and the political insecurity. In Croatia-Slavonia, Voivodina and in all the other provinces which formerly belonged to the Austria-Hungarian Empire, the political system and the competition of the large industrial centers (Vienna, Buda-Pest, Prague, Graz, etc.) prevented the development of national industry. With the exception therefore of certain districts in Slovenia, industry on a large scale was very little developed before the

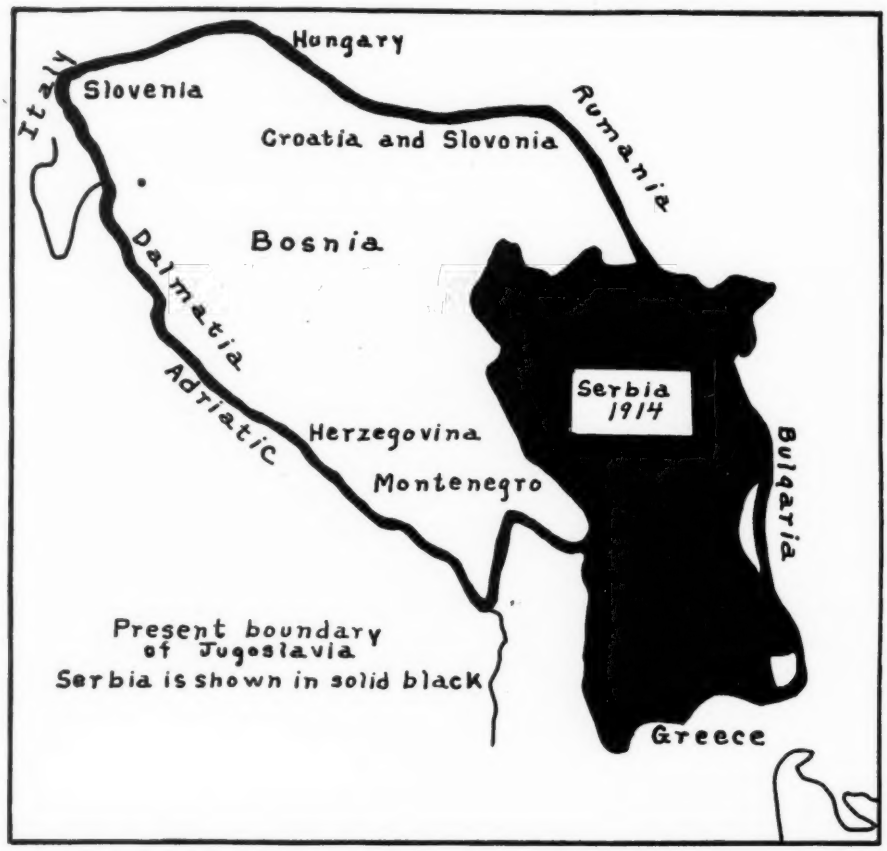


FIG. 8. Sketch map showing present boundary of Jugoslavia, the old boundary of Serbia and the different states that now are members or neighbors of Jugoslavia.

Union. It must be remembered that in Jugoslavia 85 per cent of the population gains its livelihood by agriculture, and if we deduct another 19 per cent for the families of government officials and of those engaged in the liberal professions, there remains only about 5 per cent who are engaged in industry, commerce, banks, navigation, etc. Industry on a large scale (manufactories) works almost entirely for local consumption. . . . . Jugoslav industry which works for export is based on the products of agriculture, mining and forests, e. g., plants for the drying and steaming of prunes and the making of prune jam; slaughter-houses and preserving works (sausages, hams, etc.); sardine factories; milk industry (export of cheese and butter); flour mills (100 large

mills work for export and several hundred small ones); 15 factories for preserved pastes and foods; 7 large starch factories, using maize and potatoes; 35 factories for rope, string and other products of flax and hemp. . . . .[8]

The author goes on to mention manufactures of chicory, tobacco, timber, tar, resin, bark, cement, iron and steel, and silk. All these supply the foreign market. He also states that "most of the enterprises mentioned above are financed in whole or in part from abroad." From the foregoing it is evident that the manufactures do not need raw material from outside the country, and that the output is limited.

The foreign trade of the State is made up as follows. The imports are principally textile products (all sorts of cotton goods and other textiles and their products); next, metallurgic products (machinery and all sorts of ironmongery), manufactured and industrial products of all sorts; then colonial goods, fruits, different oils, india-rubber, industrial machinery, chemical products, perfumes, colors, etc.; finally mineral products, salt, mineral oils, etc. The exports are principally livestock, prunes, agricultural products, and timber.

The countries from which the greater part of the imports come are Italy, Austria and Czechoslovakia, while the countries which receive the goods exported are chiefly Italy and Austria, but these figures are for 1922 only.

The main result of this analysis is to show that Jugoslavia sends the produce of its farms and forests to the states which lie to the north and west of its territory, and that it imports from these same states clothes, tools, and machinery for the mines and railways.

The means of communciation of the State leave much to be desired. The damage done during the war was enormous, but reconstruction of the railways has gone on apace and at the present day all the railway lines are reconstructed and ten new lines are in course of construction.[9] The railway net needs much extension before sufficient communication is established between the different parts of the State, and before full advantage can be taken of the international lines passing thru the country. Altho

[8] Report of the geologist attached to the British Economic Mission to Serbia. Dept. of Overseas Trade, London, 1921

[9] Milorad Nedelkovitch, Economic and Financial Review of the Kingdom of the Serbs, Croats, and Slovenes at the Beginning of 1924. Paris. 1924

much has been done, the condition of the roads and water-ways also needs much attention before they can serve the needs of the country efficiently. Adequate advantage also cannot at present be taken of the Adriatic coast line and the free zone at Salonika.

Jugoslavia, by virtue of its position, is an area of transit between Central Europe and the Mediterranean, and between Western Europe and the Near East. Other states in the past have owed their importance to such a position, thus Holland and Phoenicia are striking examples of transit zones with limited resources that have risen to importance thru their trade. Both the geographical factors and the progress made during the last few years afford the hope that Jugoslavia may develop along similar lines.

BIBLIOGRAPHY

1. J. CVIJIC. La Peninsule Balkanique, and other works

2. A. J. WRAY. Report of the Geologist of the British Economic Mission to Enquire into the Geology and Mineral Resources of the Serb-Croat-Slovene state. Dept. of Overseas Trade. British Gov. 1922

3. VUCETIC and other writers. Le Royaume des Serbes Croats et Slovenes. Paris. 1922

4. E. DE MARTONNE. La nouvelle Roumanie dans la nouvelle Europe. Bucharest. 1922

5. M. NEDELKOVITCH. Economic and Financial Review of the Kingdom of the Serbs, Croats, and Slovenes at the Beginning of 1924. Paris. 1924

6. Various publications of the Belgrade Chamber of Commerce and of the Jugoslav Government

7. B. J. MILOJEVIC. The Kingdom of the Serbs, Croats and Slovenes. *Geog. Review*, Vol. XV, No. 1, Jan., 1925

GEOGRAPHY AS A SOCIAL SCIENCE IN THE JUNIOR HIGH SCHOOL*

GEORGE J. MILLER

State Teachers College, Mankato, Minnesota

EDUCATIONAL OBJECTIVES

As one reviews the field of educational literature to determine the objectives of modern education, he finds a marked variation in their formulation by individuals or groups. A commission of the National Education Association has stated them as follows: (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, (7) ethical character. There is evident opportunity for a wide variation in the interpretation of these statements. Again, these *may* or *may not* be the objectives of education. However, in reading the numerous discussions of educational objectives one perceives a common theme which, I think, may be expressed as *effective citizenship*. It is probable that such a statement is sufficient for our purpose, altho both "effective" and "citizenship" may be defined differently. For example, I suspect that there would be a marked contrast between the definitions formulated by those favoring the League of Nations and by those opposed. It remains for us to justify our own concepts as hereafter stated.

OBJECTIVES OF SOCIAL SCIENCE

The various subjects in the curriculum that contribute directly to social well-being have been there for a long time. History is essentially the only one that has received much emphasis. There is a tendency today to make the social subjects the center of modern education. This tendency may be said to be in the early stages of evolution. Just what social science work should be or just what the function of the junior high school should be has not yet been determined. In my opinion the objective of the social sciences should be the "giving our youth an awareness of what it means to live together in organized society, an appreciation of how we do live together, and an understanding of the conditions precedent to living together well, to the end that our youth may develop those ideals, abilities, and tendencies to act which are essential to effec-

* Reprinted from the *Educational Review*, November, 1925

tive participation in our society."[1] This is the best statement of the definite purpose of social science work that has come to my attention. If this objective can be realized we shall have an effective citizenship of the highest type. However, "appreciation," "understanding," "awareness," etc., can come only with an adequate knowledge and realization of relations and influencing factors. It is clearly one of the functions of the junior high school to create correct impressions and tendencies on the part of children without any thought that those children will understand fully all the various problems discussed or others that may arise. As a matter of fact this is equally true in the teaching of adults and in the discussions that occur in any social group. If adults discussed only those problems concerning which they had acquired full knowledge there would be little discussion among them.

GEOGRAPHIC OBJECTIVES AND SPECIFIC CONTRIBUTIONS

Every man knows that in the solution of new problems his most valuable guide is experience. He knows that to push it aside and abruptly break with the past and begin with a clean slate, has never been the path of secure human progress in anything. The present stage of progress in the organization of our school subjects is the product of many years of evolution. It is reasonable to assume that those years have yielded something of value. Safe future progress must be builded upon the best qualities of our social subjects and those qualities must be adapted to the needs of the time.

It is my firm conviction that each of our school subjects has a definite contribution to make to the education of a child which cannot be made by any other subject or by any combination of subjects. No pupil can think systematically on any subject if discussion of that subject is mixed up with all sorts of other things. "Geography gives an understanding of earth conditions and natural resources as the material basis of social development by showing the relationships which exist between natural environment and the distribution, characteristics and activities of man."[2] Geography in the elementary school is, therefore, essentially human ecology and, as such, makes possible the attainment of social science objectives in a manner that is exclusively its own. This

[1] Social Studies in Secondary Schools, p. 49

[2] Report of the Joint Commission on the Presentation of Social Studies in the Schools. *Jour of Geog.*, Vol. XXII, p. 79

does not mean that geography should supplant other subjects. Neither does it mean that other subjects do not have a distinctive contribution to make, but it does hold that no other subject can make the distinctive contribution that is peculiar to geography. It also holds that no "hash" course can possibly meet the requirements here set forth.

Geography in the junior high school may accomplish certain definite phases of social science objectives more effectively than these objectives may be accomplished in any other way. If properly taught it may (1) develop an understanding of the relation that exists between natural environment and man in all his interests and activities, and unfold geographic principles, or laws, or criteria that will enable one to interpret better the opportunities presented to man in any given region, and to understand better the progress attained by the people now living there; (2) enable the child to understand or appreciate the complex social organization of modern man in contrast to that of primitive man; (3) enable the child to appreciate the importance of geographic influences in social and political affairs both national and international; (4) enable the child to gain an appreciation of the interdependence of people within a national group, the interdependence of the various nations of the world, and the common and competing or conflicting interests of people within a given country and between nations. As before stated, it is not to be asumed that the junior high school student will grasp completely these themes. It is rather our function to raise the problems and get him to appreciate them and to think in terms of their essential elements, and to evolve general geographic principles that will guide his reasoning in later years.

These specific objectives can be accomplished only by holding to a definite purpose. They cannot be secured when geography is incidental to something else and consists largely of locating places mentioned. Geographic material should be selected and used for social science teaching and not simply for the purpose of teaching geography, i. e., geographic material is the *means to an end* and not the end.

FUNDAMENTAL CONSIDERATIONS

There are a few fundamental principles that must be adhered to if geography is to justify itself as a social science. I feel certain that geography cannot accomplish the greatest good if these fundamental principles are violated.

First, all material selected must be genuine geography as that is the only way that geography can make a distinctive contribution to the education of the child. It is also the only way that the child can acquire that distinctive contribution that will help to make him a more effective citizen. It is legitimate to use material from other subjects when that material will contribute to a better understanding of geography, but there should be no pretense that the use of that material takes the place of the subject that can best organize and present it and with it make the best contribution to citizenship. The importance of cooperating agencies (non-geographic) should receive due consideration at all times. Many of these non-geographic factors emphasize the interdependence of peoples and enable the child to realize how the success of an individual or group is contingent upon the success of other individuals or groups. Illustrations in the case of agriculture, for example, include: banks, postal system, telegraph, radio, grain exchanges, stable government, money system, etc. However, it is distinctly *not* the function of this course to divert or discuss in detail any of the non-geographic agencies excepting in so far as is necessary to enable the child to appreciate the relationships. Many weeks could be devoted to any one of these agencies. If such a diversion is allowed the fundamental value of the entire course will be lost. Teachers as well as students must learn to hew to the line until their purpose is accomplished. This is one of the first requisites to success. There is no possible excuse for the introduction of non-geographic material for discussion as a major subject except ignorance of geography on the part of the teacher. When such substitution is made it is perfectly clear that the teacher is quite unaware of the real contribution that geography has to make. In this connection it must also be kept in mind that it is not the function of geography to contribute all that is to be contributed by the social sciences. It was our thesis at the outset that each subject had a specific contribution to make. I now repeat that if geography is to make its contribution then geographic material must have the opportunity.

Second, the material selected must contribute to producing effective citizenship. If this is to be accomplished the selection of material must be determined by the objectives and not for the sole purpose of teaching geography, i. e., geographic material is to be used to accomplish a specific purpose. The field is broad and good material is so abundant that little trouble need be experienced here.

Third, the material selected must be related in the most intimate manner with human activities and should interest children. Not only should the material be related to human activities of the present but to what will probably be human activities when the present children become adults. Even a cursory analysis of modern life reveals the fact that the central theme of modern society and the dominant interest of man is economic, and hence economic geography becomes the line of approach. The term "economic" is used here in its broadest sense and is not at all concerned with the mere making of money. Neither is it materialistic. However, since man deals primarily with material things and with his fellow beings, and hence is familiar with them, they offer a desirable avenue of approach.

Fourth, a course planned for the later years of the junior high school should be so different from preceding work that the student will realize he is getting something new. It should utilize what has been taught previously; should emphasize reasoning from known facts and from new facts; should give an entirely new alignment of old material and add a new viewpoint; should introduce the student to world affairs and some of the interests common to the great nations. It should lead to an understanding of the common human interests in the production of raw materials, their manufacture and marketing; to an understanding of the significance of natural resources in the well-being of peoples, in national and international affairs, and why those resources are subjects of international discussion and treaty making. Finally it should lead to a realization that the highest individual success, prosperity and happiness is dependent upon the existence of similar conditions among other individuals, whether this be within a given local group, within a country as a whole, or between countries, in other words a recognition of the rights of others and the substitution of cooperation for class aggression.

GENERAL PLAN OF A COURSE

The introduction to the course should bring out the essential needs and the wants of modern man and how they differ from those of primitive man. This may be followed by a study of food, clothing, or shelter. A single subject, as an industry, should be studied with sufficient detail to assure understanding of human relationships. This study should follow production of the raw material

thru its transportation, its market, its manufacture into a finished product, thru transportation again to its final market and consumption. It should include any allied industries; the influence of success or failure upon other industries; the significance of a stable government, sound money system, banks, telephone, telegraph, radio, tariffs, postal system, highways, etc., in the success of the major industry under consideration; and the influence of production and of demand in other countries.

Any one of many subjects may be chosen for the accomplishment of our objectives. The following series will serve to illustrate types of major subjects: (1) wheat, with elevators, markets, flour milling; (2) animal foods, with livestock, markets, meat packing: (3) coal, with iron and steel, machinery, transportation; (4) power, with coal, oil, water, manufacturing; (5) cotton, with textile manufactures; (6) forests with lumber, pulp, paper, construction, conservation; (7) agriculture; (8) manufacturing; (9) commerce of the world with trade routes. Non-geographic factors should be woven into each study. These major subjects should be studied as world units but, of course, with emphasis on the United States. Investigation thru questions, topics, and problems should be the method of attack. It is an opportunity par excellence for the solving of problems.

CONCRETE ILLUSTRATIONS

Time does not permit presenting the course in full and it is extremely difficult to convey a correct impression by use of an isolated type. Further it is not necessary to present here the geographic content of any of the subjects named. Probably the line of attack can be shown best by a series of questions, problems, and statements, in the "Introduction" and in one detached illustration.

THE INTRODUCTION

Primitive Type. What are his needs? (Bring out importance of food, clothing and shelter.) How does he meet his needs? What industries does he have? How are his activities adapted to the region in which he lives? What are his means of communication with his neighbors and with distant peoples? How does he carry on trade? Does he cooperate extensively with other people? To what extent does he depend upon his own resources? How numer-

ous are his wants? The self-sufficiency of primitive individuals or groups may be developed thru the study of as many types as seem desirable.

Advanced Type. How do his essential needs compare with those of primitive man? His wants? To what extent does he depend upon his own local resources? Is he self-sufficing as an individual or as a group? Does he cooperate extensively with other individuals, local groups, or countries? How does he communicate with his neighbors and with distant peoples? To what extent and how does he carry on trade? Why does he have a well organized and strong government? To what extent has he made use of his resources and opportunities compared with primitive peoples? Could the white man reach his present stage of civilization in the lands of the primitive peoples studied? How does he meet his needs and how has he used fuel and power to satisfy his wants? This study should bring out the fact that his essential need for food, clothing, and shelter is the same as that of primitive man, but his extensive use of fuel, mechanical power, and division of labor to satisfy his needs and wants is strikingly different. It also leads to the study of specific illustrations of man's activities in his modern complex social relations.

WHEAT AS A TYPE

Why is wheat such an important human food? Where are the world's leading wheat producing regions? What makes it possible for these regions to be important? What other regions might become of importance? Can the world produce sufficient wheat to meet demands of the future?

Where are the principal regions of winter and spring wheat in the United States? Why is wheat such an important crop in these regions? How much of the wheat goes out of the county in which grown? Where does the farmer take his wheat? Where does he place it? Who establishes the standards for weighing and grading his wheat? What does he receive in return? How will the production in other parts of the world affect the price he receives? How may the farmer or local wheat buyer learn what the price of wheat is at the great markets at any particular time? Where are the principal wheat markets? How does the wheat get to these markets? What is done with it there? If only part is made into flour in this country what becomes of the remainder?

Let us first consider the portion that is made into flour in our country. Where are the principal flour-milling centers? Why are they in those particular locations? What does the miller do with the flour? What does he receive in exchange? How does the dealer in your city pay the miller located in a distant city? How does the flour reach your local dealer? How does it reach you? How do you pay for it? How will the price of wheat affect the price of flour? What other factors will affect its price? How will a tariff on wheat imported into our country affect the price received by the farmer? How will it affect the price paid for flour by city dwellers as well as by farmers? What other things will be affected by high or low prices on food? Is a tariff on wheat desirable? One of the numerous flour mills in the single city of Minneapolis can produce over 17,000 barrels of flour a day. What does the miller do if all the flour he makes cannot be sold in this country? May it reach a destination similar to that of the surplus wheat?

Let us return to that surplus wheat and flour. How does it leave the principal markets? To what foreign countries does it go? How does it reach such a foreign market as England? How will the sale of this surplus wheat and flour in a foreign market affect the price received by the farmer or that paid by the user of flour? Is it desirable to export wheat and flour? How does the foreign buyer pay for the wheat and flour purchased in this country? How will confidence in the strength of the government of his country and in its money system affect his credit in this country? Where does the English buyer get all the wheat used in his mills? Why are many of England's flour-mills located at seaports and on the quay? Where does the English miller market his flour? Is the Englishman likely to have an import tariff on wheat? Should he have such a tariff on flour?

Why is the miller, banker, maker of farm machinery, board of trade, chamber of commerce, owners of the railroad, telegraph, telephone, radio, elevators, etc., interested in the success of the farmer's wheat crop? Is the prosperity of each of these agencies essential to the prosperity of the wheat grower and vice versa? Can any one of these agencies attain the greatest achievement without the others? How will prosperity and high wages in the cities affect the wheat producer? How will a profitable crop of wheat affect the local grocer, dry goods merchant, automobile

dealer, etc.? What relation has a strong, reliable government to the success of this whole series of closely related agencies? What would be the result if our government was overthrown or radically changed suddenly? What would be the result if any one class of people controlled the government and administered it for their own interest?

EACH SUBJECT SHOWS NEW RELATIONS

Such a study of wheat is one of the briefer and simpler types but will serve to illustrate the method pursued in accomplishing social science objectives. It will be found that the study of each geographic subject brings out a new alignment. This is true of a subject as similar as cotton, while the establishment, maintenance, and safeguarding of trade routes unfolds a whole new series of interests. A study of the world's coal, iron, oil, harbors, fisheries, reveals the reasons why they are frequently subjects of international discussions, treaties, and agreements. A similar one of mechanical power and manufacturing explains the concentration of people in large cities, their dependence upon other industries for raw materials and particularly upon agriculture for food and clothing, while one of agriculture as a whole shows its dependence upon the city for a market.

CONCLUSION

The social sciences are of major rank if not actually paramount in elementary education. This emphasis appears to be especially appropriate at the junior high school level—particularly in the eighth and ninth grades. The content of courses is now being formulated. The safest progress will be made by building upon past experience with each subject in our curriculum making the contribution that is peculiarly its own. Since *material things* and *fellow beings* are the two most intimate factors in the lives of people, geography as human ecology, possesses a character exclusively its own which makes it a superior social science subject. When properly presented its inherent qualities enable it to make a vital contribution that cannot be made by any other subject or combination of subjects. Such a study should develop an appreciation of what it means to live together well in our modern complex social organization, and make a distinctive contribution toward producing the finest type of *effective citizenship*.

SHEEP AND HUMAN AFFAIRS

FRANCES S. HAY
Business High School, Washington, D. C.

THE DOMESTICATION OF SHEEP

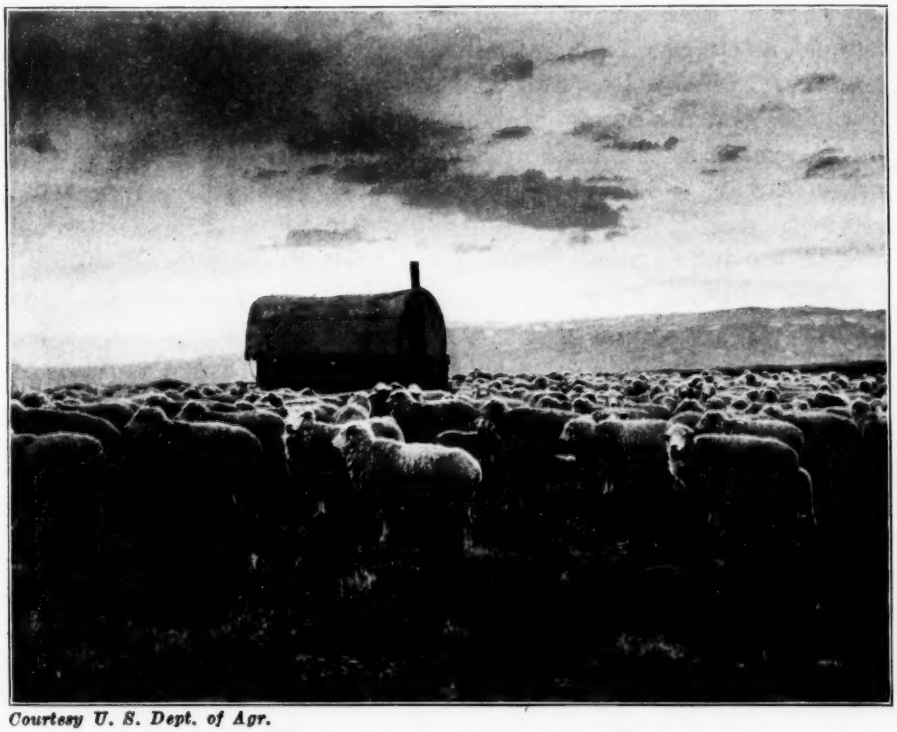
From earliest times sheep have been closely associated with man. They and the other bovidae, consisting of oxen, goats, and antelopes, early exhibited qualities which made them especially useful to man, and they were among the first, if not the first, animals to be domesticated. To a greater degree than most animals, sheep submitted readily to domestication and were easily cared for, as they depend entirely on vegetable food. Besides being a source of supply of milk, as they were in ancient times, and as they still are in many parts of the world, they served, and still serve in Tibet, as pack animals; furnished wool for clothing; and when killed, provided nourishing food, and warm pelts which could be used for clothing or for rugs. Consequently, sheep, probably used first in the mountainous heart of Asia, where the wild species are most numerous, were introduced into the countries of the eastern Mediterranean, from there into Spain, and thence into the rest of Europe, northern Africa, and the New World; unless Spain, Africa, and Cyprus each domesticated its own wild species, a point which has not been determined.

Like all animals, sheep have undergone a great transformation under domestication. This is due partly to the inevitable changes produced by a physical environment different from that of their native habitat. They were mountain creatures, and man now raises them extensively on plains. They have been adapted to varied temperatures, rainfall conditions, and soils, and these adaptations are reflected in the quality and quantity of their wool and their flesh, as well as in their physical appearance. But more profoundly have they been modified by man. In no field has the power of man over nature been more strikingly shown. So varied are the breeds of domestic sheep, and so different are they all from any of the known wild species, that no one knows what ancestry they had. Some breeds have no horns, some have two, some four, some eight. Some have no tails, others have long tails, and some have "fat" tails. There are great differences in their build, their size, and the color, length, and fineness of their wool. Man, by selection and cross-breeding, has bred for whatever

purpose he may have had in mind: flavor and tenderness of flesh, aptitude to fatten, docility, resistance to disease. The sheep raiser considers the demands of his market and the physical limitations of his environment, and breeds accordingly.

SHEEP AND THE EARTH'S SURFACE

On the other hand, how have sheep affected the earth's surface and human life? Argentina in 1923 raised 35,671,000 sheep; Aus-



Courtesy U. S. Dept. of Agr.

FIG. 1. Tending sheep on the range land of Idaho

tralia, 82,226,000; United States, 37,209,000; European Russia, 36,320,000 and New Zealand 22,929,000.[1] These numbers do not anywhere nearly represent the total number of sheep raised throughout the world in any one year, but they are sufficient to indicate that their effect upon the earth and human life must be considerable.

The most obvious effect that sheep have upon the region where they live is that of removing the vegetation. Their mouths are designed for close nibbling, and included in their diet are grass—roots and all—weeds, shrubs, and young saplings. Their hoofs

[1] World Almanac for 1924

are small and sharp and cut the turf, and the result is, that unless they are watched, they destroy all plant growth, and leave behind them a barren waste to be later denuded of soil. There are places which will bear for years to come, perhaps permanently, this unfortunate testimony to the presence there at one time of sheep.

Both to prevent over-grazing and to make use during the summer of the mountain grasslands, in the winter of the grasslands of lower altitudes or warmer latitudes, they are in many countries driven from place to place to feed, and in this way trails are developed, as characteristic a feature of Spain, Austria, Algeria, our own western mountains, and the Swiss Alps, as are the roads made by the movements of human beings.[2] In other parts of the world they are raised on fenced-in ranges, and here the fences are as striking as are the sheep roads elsewhere. In southern Argentina and in Australia there are thousands of miles of wire fence, most of it in the latter place rabbit proof. Great sheep-pens, dipping vats, shearing sheds, watering tanks, and living quarters for the workers are also essential to every ranch.

If we were to follow the sheep or the wool from the place of production we should see other ways in which sheep have modified the earth's surface. There are the roads to the markets, roads of all kinds, and conveyances as varied. Many sheep travel to the market afoot. The freight train, the freight boat, the refrigerator car and the refrigerator boat all play their part. Some of the big ranches in Argentina now do their own slaughtering and send the dressed meat to the ports by five-ton refrigerator trucks. The wool is sent out by camels or other pack animals, by bullock carts, by horse-drawn wagons, by automobile trucks, by trains, by boats, or by a combination of these. Scattered thru and about the sheep raising regions are packing houses, wool markets, tanneries, factories for the manufacture of the many by-products of the industry, and still farther away, often half way around the world, are the buildings where the wool is scoured and spun and woven, and the great establishments which receive and distribute the dressed meat, all dependent on and supported by the sheep industry.

WORLD'S DEPENDENCE ON SHEEP

As to the part that sheep play in the daily life of the world's population, it is only necessary to refer to the large quantity of

[2] Brunhes, Human Geography

meat furnished by sheep; to the great extent to which we depend and to which the world has from earliest times depended on wool for clothing, carpets, and bed coverings; to say nothing of the by-products, of whose connection with the sheep industry most of us are ignorant. Directly and indirectly, how large a part of the human family is engaged in some occupation connected with sheep, and how large a part of the earth's surface is devoted to the industry! There are, however, less obvious ways in which human life in certain parts of the world is affected by sheep, and to these let us turn our attention.

SHEEP AND HUMAN CHARACTER

As we all know, the most common cause of nomadism is the raising of animals, and sheep are responsible for this mode of life to a greater extent than are all others. Perhaps we might consider as nomads several quite different groups of persons connected with sheep raising. First, there are large numbers of men employed on the ranches of Chile and Argentina who, trained to the herding of sheep in Scotland or England, have later emigrated, going perhaps to Australia first, then to Argentina or Chile; perhaps after a few years they will be found in the United States. They go wherever the industry seems to hold the most promise, moving on whenever their roving disposition impels them. They are often capable and resourceful men, who may later settle down and become ranch managers or owners.[3] Second, there are the sheep shearers, traveling artisans hailing from all parts of the world, who go from ranch to ranch wherever sheep are raised in large numbers, and shear at so much a pelt. They are on the whole a rough lot, claiming, and apparently wishing no permanent abode.[4] Third, there are the small sheep owners or sheep herders, such as are to be found near the Alps, the Carpathians, the Sierra Nevadas and Cascades, the Rockies, and the Pyrenees, who go with their herds into the mountains during the summer, but who usually, during the winter season, occupy permanent homes. These lead a much more isolated and uninspiring life than any of the others. Fourth, and finally, there are the true nomads, people like the Kirghiz of central Asia or the Arabs of Algeria, who, with their families, lead a wandering life throughout the year. Instability of

[3] Carpenter, The Tail of the Hemisphere

[4] Gregory, Lonely Australia. *Nat. Geog. Mag.*, Dec., 1916

any degree affects the manner of life and the character, but the effect is in like proportion to the instability. The following description may be considered to be typical of nomadic people generally.

The Kirghiz live in a region of very scanty and irregular rainfall, hence, no occupation is open to them except to raise sheep, and these must be driven from point to point to take advantage of

Photo by W. J. Lubken, Courtesy U. S. Forest Service

FIG. 2. The proper method of handling sheep on the open range as determined by an experiment conducted by the Forest Service in 1908. In this coyote proof pasture 2 miles square, comprising 2,568 acres—1,300 acres heavy forest, 460 acres open timber, and 800 acres scattered glades and small meadows—1,200 head of ewes and their lambs (1,000 head) roamed at large grazing as they pleased. A Forest Service hunter patrolled the 8 miles of fence line each morning with fox hounds. The hounds scented every track that had been made and were very successful in catching or trailing down and killing any animals that came near the sheep.

any greater growth of grass in one place than another. Consequently, their life is one of constant wandering. As their houses must be such as can be taken down, carried, and set up easily, they consist of a frame-work of poles covered with thick rugs.

Their furniture is scanty and made of such materials as can be easily moved. Their clothing is of wool furnished by their flocks, and spun and woven by the women of the tribe. Their food is largely meat and kumiss, or fermented milk. Their manners and their characters reflect the simplicity of their lives. They sit on rugs on the floor while eating, cook their meals over a fire of dung before them, and eat greedily, tearing the meat and cracking the bones like wild animals. They are hospitable, because in searching for their flocks they are often dependent on the hospitality of others. They are brave, because their life is a struggle against the elements. They are able to endure hunger, thirst, and fatigue without complaint, because they are used to them. Nevertheless, their vagrant mode of life has made them lazy, and this has led to dishonesty, to insolence, and to vulgarity. The effect of this life upon the women, however, is especially striking. The veiled women of the towns are timid, dull, and inefficient. Living sheltered behind walls of permanent houses, they have no contact with people outside of their own household, and they are, therefore, ignorant and narrow. Having little responsibility, they develop little ability or character. The nomadic women, on the other hand, have responsibilities and duties. They live in a one-room tent, and hence meet all who come to do business with their husbands. They are responsible for the cooking, for taking down and putting up the tent, and often for looking after the flocks if the men are called away. As a result, they are more intelligent, more capable, and more companionable with their husbands than are the women of the towns.[5]

In like manner the hardships of their lives have developed strong qualities in the sheep men of Australia. They live far from others, and hence must depend upon their own ingenuity. Consequently, they are very versatile and resourceful in every emergency. They must combat drought and flood, rabbits and dingos, insufficient and independent labor, and unsympathetic laws. As a result, with all the faults which such a rough and isolated life must develop, they are men of sturdy qualities such as Australia may well feel froud of. "The wool industry turns out wool and meat and tallow and glue and cold cream, and many other things. But the most important things it turns out are men."[6]

[5] Huntington, The Pulse of Asia

[6] Bean, On the Wool Track

any degree affects the manner of life and the character, but the effect is in like proportion to the instability. The following description may be considered to be typical of nomadic people generally.

The Kirghiz live in a region of very scanty and irregular rainfall, hence, no occupation is open to them except to raise sheep, and these must be driven from point to point to take advantage of

Photo by W. J. Lubken, Courtesy U. S. Forest Service

Fig. 2. The proper method of handling sheep on the open range as determined by an experiment conducted by the Forest Service in 1908. In this coyote proof pasture 2 miles square, comprising 2,568 acres—1,300 acres heavy forest, 460 acres open timber, and 800 acres scattered glades and small meadows—1,200 head of ewes and their lambs (1,000 head) roamed at large grazing as they pleased. A Forest Service hunter patrolled the 8 miles of fence line each morning with fox hounds. The hounds scented every track that had been made and were very successful in catching or trailing down and killing any animals that came near the sheep.

any greater growth of grass in one place than another. Consequently, their life is one of constant wandering. As their houses must be such as can be taken down, carried, and set up easily, they consist of a frame-work of poles covered with thick rugs.

Their furniture is scanty and made of such materials as can be easily moved. Their clothing is of wool furnished by their flocks, and spun and woven by the women of the tribe. Their food is largely meat and kumiss, or fermented milk. Their manners and their characters reflect the simplicity of their lives. They sit on rugs on the floor while eating, cook their meals over a fire of dung before them, and eat greedily, tearing the meat and cracking the bones like wild animals. They are hospitable, because in searching for their flocks they are often dependent on the hospitality of others. They are brave, because their life is a struggle against the elements. They are able to endure hunger, thirst, and fatigue without complaint, because they are used to them. Nevertheless, their vagrant mode of life has made them lazy, and this has led to dishonesty, to insolence, and to vulgarity. The effect of this life upon the women, however, is especially striking. The veiled women of the towns are timid, dull, and inefficient. Living sheltered behind walls of permanent houses, they have no contact with people outside of their own household, and they are, therefore, ignorant and narrow. Having little responsibility, they develop little ability or character. The nomadic women, on the other hand, have responsibilities and duties. They live in a one-room tent, and hence meet all who come to do business with their husbands. They are responsible for the cooking, for taking down and putting up the tent, and often for looking after the flocks if the men are called away. As a result, they are more intelligent, more capable, and more companionable with their husbands than are the women of the towns.[5]

In like manner the hardships of their lives have developed strong qualities in the sheep men of Australia. They live far from others, and hence must depend upon their own ingenuity. Consequently, they are very versatile and resourceful in every emergency. They must combat drought and flood, rabbits and dingos, insufficient and independent labor, and unsympathetic laws. As a result, with all the faults which such a rough and isolated life must develop, they are men of sturdy qualities such as Australia may well feel froud of. "The wool industry turns out wool and meat and tallow and glue and cold cream, and many other things. But the most important things it turns out are men."[6]

[5] Huntington, The Pulse of Asia

[6] Bean, On the Wool Track

SHEEP AND LEGISLATION

What political effects may be attributed to sheep? To what extent have they entered into legislation? It is natural, that where many individuals share the use of common pasture ground, disagreements will arise, and particularly where sheep and cattle graze in the same area, because sheep are much more destructive of the vegetation than cattle are, and cattle will not graze where sheep have been. As a consequence, there have been many feuds between the cattle and sheep raisers of our western mountains and likewise of the mountains of Europe. As a result, laws have had to be passed restricting the use of government-owned land by the sheep. Cattle and sheep may pasture in our reserves, but only by permit, and so definite are the regulations governing their grazing that the vegetation cover is not injured. Each stockman who receives a permit is entitled to graze only a limited number of head of stock for a specified length of time, and, in order to encourage him to take proper care of the space allotted him, he is assured the title to the same plot for a period of years. It is, therefore, greatly to his advantage to prevent the destruction of the grass-roots and to see to it that the grass has a chance to seed itself, or he may even find it profitable to sow it to good pasturage himself. No longer can sheep herders set a fire to forest tracts, as they are accused of having done in early days, to burn off the timber so that a growth of weeds and grass may spring up to furnish forage for the sheep the next year. Similar legislation protecting public grazing lands has been passed in Switzerland and elsewhere.[7]

In Australia some fine things have been done to encourage the raising of cattle and sheep. As the shortage of water is the greatest difficulty with which the Australian stock raiser must contend, the government maintains watering places along the stock routes. In fact, the stock roads are laid out by the government so as to take advantage of every spring or stream. Wells are dug wherever necessary, reservoirs and tanks are constructed to catch the rainwater, and all artificial water supplies are carefully guarded. In New South Wales seven hundred watering places have been provided by the government, three-fourths of them tanks and reservoirs. Other laws are aimed to keep down the rabbits, dingoes, foxes, and other pests, just as we, in our country, have laws designed to prevent sheep-killing by dogs. The interests of the

[7] Coville, Forest Growth and Sheep Raising in the Cascade Mountains of Oregon

shearers and other helpers are protected, too, by law, as the ranch owners are required to provide wholesome and comfortable quarters for their men.[8]

All legislation, however, particularly of late years in Australia, does not seem to be of this helpful sort, and sheep raising in that country is showing a marked decline. Students of the situation criticise in no uncertain terms the short-sightedness of the Australian legislators, who, by their failure to grasp the problem of the stockmen, are depriving the country of their greatest source of wealth. "During the past ten years," says one,[9] he (the stock man) has been called upon to give up his land to farmers and to pay the cost of political experiments designed to improve the lot of the day laborer in cities." That seems to sum up the situation. An unusually large proportion of Australia's population live in the cities and towns. They do not understand the problems of the men "out back," and, thru their control over both state and Commonwealth legislatures, they refuse to pass laws which are needed by the stock-raiser, and pass many which are positively injurious to him.[10] He is burdened with heavy taxes; the railways are inadequate and without proper facilities for handling livestock; the labor unions protect the interests of the laborer and make help on the ranches independent and scarce; the great waterway of Australia, the Darling River, is not improved as it should be, hence, it can be used only occasionally for shipping the produce of the ranches; special taxes are levied on stock breeders, with the result that the quality of Australia's sheep cannot be properly maintained. It is a long indictment, and shows that the relations between town and ranch are not what they should be. A decline in the number of sheep has already begun: dissatisfied stock raisers are going to Argentina and Chile, and Australia's commercial prosperity is beginning to suffer. As forty per cent of its exports, and more than one-third of its population are connected directly or indirectly with the sheep industry, it can ill afford to continue to pursue such a policy. The rising price of wool and meat should be a signal to Australia and the rest of the world that sheep are a real geographic factor demanding wise and sympathetic consideration.

[8] Bean, On the Wool Track

[9] Gregory, Lonely Australia

[10] Pearse, The World's Meat Future

A PROJECT FOR THE STUDY OF HOME GEOGRAPHY

ALICE BUNDY
Central Junior High School, South Bend, Indiana

This series of lessons was given to Seven-*A* pupils who had just completed the study of the continents. The purpose was to lead them to see the interdependence between our city and foreign countries; to strengthen their place-geography; to acquaint them with the industries of our own city, and to teach them something of the different means of transportation.

The pupils were required to make a list of the industries of our city and their products; also a list of the foreign cities in which dealers in these products are located. The names of these cities were printed on a world map, colored dots indicating what industries shipped to each city. Lists were made of the products from foreign countries that are found in our stores and homes and of the raw materials from foreign countries that are used in our industries. On a world map we located our city and from the leading port of each country from which we received imports we drew a black line, indicating the probable route by which the imports were brought to us. A list of the principal imports was printed on the line.

We had special reports given by individual pupils on our industries. One boy explained how glue is made, and brought material showing the best use of this particular glue. Another brought samples of the raw products from foreign countries used in the manufacture of varnish and told how varnish is made. Some special reports were assigned on imports. One pupil reported on the culture of bananas and how they are shipped to us. Another gave a report on cacao, as to its cultivation and its manufacture into the various products that we use.

A list of the different means of transportation now in use was made. Each pupil selected an article and showed over what route it was probably brought to our city; by what means of transportation it was brought, and why this means of transportation was the best. An estimate of the distance shipped was made by the pupil.

A collection of pictures of our manufactured articles and a collection of imported articles were made and placed in the note

books. Newspaper clippings which related in any way to the commerce of our city were placed in the note books. The study served not only to awaken interest in our home geography but produced a realization of world relations.

THE BEAUTIFUL IN GEOGRAPHY

Have you enjoyed the pictures that have been appearing on the front cover? They have been selected chiefly because of their geographic value from the human standpoint. Many have shown clearly the human relationship while others revealed their meaning only with more careful study. There is another side to human geography that we are wont to think can be seen only in some distant land—BEAUTY. "America the Beautiful" might be the theme of a geographer as well as that of an artist. Changed conditions of travel now make it possible for thousands of people to enjoy the great outdoors where, only a few years ago this pleasure was restricted to a few. Recreation, health, joy, education are now coming to multitudes who visit the wonderlands of America. Where slumbers that geography teacher who has never dreamed of some beauty spot, or who has not been thrilled and inspired by actually looking upon some wondrous scene? Are you inspiring those with whom you come in contact with a desire to enjoy some of the beauties of America? As one means of encouraging this aspect of human life the *Journal* has arranged to publish on the front cover a series of photographs showing a few of the scenes eminently worth visiting. Incidentally, these photographs will make a valuable collection for school use. The first of the series appears this month. Let us anticipate thousands of teachers going thence and bringing back that renewed vigor, inspiration, and hope, which becomes contagious among those with whom they work.

THE NATIONAL COUNCIL MEETING

Plans are now nearing completion for the annual meeting of the National Council to be held at the University of Wisconsin, Madison, Wisconsin, December 28 and 29, 1925. All sessions will be held in Science Hall except the Tuesday evening session which will be held at the University Club in connection with the Annual Banquet. Banquet tickets are $1.50. Write the Secretary—George J. Miller, State Teachers College, Mankato, Minnesota—saying that you will be at the banquet and to reserve a place for you. An invitation to all sessions is extended to everyone who is interested in geographic education. The Park Hotel will be headquarters. Rates are as follows: rooms without bath $1.50 and $2.00 for one person, $2.50 and $3.00 for two persons; rooms with bath $2.00, $2.50, $3.00 for one person, $3.00, $4.00 and $5.00 for two persons.

PRELIMINARY PROGRAM

Monday, December 28, 2:00 P.M.

Report of the Committee on Junior High School Geography. Edith Parker, Chairman, School of Education, University of Chicago

Discussion

Problems in the Teaching of Junior High School Geography. Leavelva Bradbury, State Normal School, Oshkosh, Wisconsin

The Revised Course in Geography in the Junior High School, Baltimore, Maryland. Angela M. Broening, Baltimore Public Schools, Baltimore, Maryland

Geographic Factors Affecting the Industrial Development of Wisconsin—A Project in Junior High School Geography. Carl M. McMullen, Emerson Junior High School, Madison, Wisconsin

High School Geography—Its Scope and Content. Clare Symonds, Quincy High School, Quincy, Illinois

Tuesday, December 29, 9:00 A.M.

Presidential Address. A. E. Parkins, George Peabody College for Teachers, Nashville, Tennessee

Geography and the Social Sciences. M. E. Branom, Harris Teachers College, St. Louis, Missouri

The Dependence of the Social Sciences on Geographic Principles. Ella Jeffries, Normal College, Bowling Green, Kentucky

What is Social Geography? C. C. Huntington, Ohio State University, Columbus, Ohio

Tuesday, December 29, 2:00 P.M.

Reports of the Committee on Elementary School. Erna Grassmuck, Chairman, State Department of Education, Harrisburg, Pennsylvania

Discussion

A Study of the Madison Region. Irma T. Barchers, Central High School, Madison, Wisconsin

Glaciation in Wisconsin. Helen E. Davis, East Side High School, Madison, Wisconsin

Visual Education. Nelson L. Greene, Editor, *Educational Screen*, Chicago, Illinois

Tuesday, December 29, 6:00 P.M.

Annual Banquet at the University Club

The Making of a Geographer. J. Paul Goode, University of Chicago

Annual Meeting of the Board of Directors

GEOGRAPHICAL PUBLICATIONS

Rodwell Jones and P. W. Bryan. **North America. An Historical, Economic and Regional Geography.** 537 pp., 104 maps and diagrams. Lincoln MacVeagh, The Dial Press, N. Y. $5.00.

North America by Jones and Bryan is a systematic geography of college grade. The authors, who are English university men, have acquainted themselves with a remarkable group of facts and in giving us one of the first geographies upon our continent have rendered a real service. Its mass of detail is well organized and presents facts about ourselves and our land which should be part of the American geographer's knowledge.

The organization is unusual but well adapted to the subject. That "the peopling of the continent—began so early as to suffer a very complete measure of geographic record control, yet late enough to have a detailed historical record" led the authors to give over the first third of the book to historical geography. This portion is frankly acknowledged to be taken from Shaler, Semple and Brigham. Not a little of the principles of physical geography is here included. This is unfortunate as most college students have mastered such matters before undertaking the study of North America.

The second portion of the book is concerned with the economic geography of the continent. Climate, cotton, wheat, coal, iron and steel, and oil are some of the commodities to which chapters are devoted. Here is great detail, well presented. Much of it is too geologic to please the modern school of geographers. Students will need a certain amount of geologic training to fully appreciate it. On the other hand here is enough detail, and it is interestingly presented, to class the book as a reference work.

To complete the picture, the third portion is concerned with regional geography. The continent is divided in economic regions. These are not the conventional ones but they are well chosen and quite satisfactory. Tho it is a trivial point one cannot forbear objecting to references to the United States as "U. S. A." We would hardly refer to Great Britain as "G. B."

Taken on the whole the book is an excellent addition to our literature and quite adaptable for classes of college grade. Rather than having too little detail, as might be expected of foreign writers, it may even err in the other direction. There is certainly plenty of material herein upon which to base a complete collegiate course upon North America. It is well illustrated with more than 100 charts and maps of significance but is without pictures. There is an appendix of statistics, the more recent of which includes years up to 1922.

Ohio State University RODERICK PEATTIE

Isabel Ambler Gilman. **Alaska: The American Northland.** 337 pp., 7 maps, 150 photos. World Book Co., Yonkers-on-Hudson, N. Y. 1924.

If one cannot have a trip to Alaska, the next best thing is to be with enthusiastic and intelligent people as they talk about it after they have been there. In reading "Alaska: The American Northland" one gets just such first-hand, inspirational material. A group of keen young people and their elders are represented as taking a five weeks' trip to Alaska and back. We get from their conversation what they see; we get also what they do not see, but what the boys and girls study about, under the guidance of a government teacher. We get also the lure of the land.

As to English technique, the story is well told; as to geographic content, it is well worth telling; as to method of presentation, it could hardly be better. Human interest and motivation are strong. Correlation with history and with literature is close.

The book is admirably suited as a supplementary reader to accompany the study of geography in the grades.

Sam Houston State Teachers College, HARRIET SMITH
Huntsville, Texas

Vilhjalmur Stefansson and Violet Irwin. **Kak.** Third Edition. 253 pp., illustrated. Macmillan Co., N. Y. 1925.

Because of the heat from their seal oil stoves, the inside of a snow hut melts, refreezes, and finally becomes too thin-walled to be comfortable. How long does such a snow home last? Kak tells you this in the series of incidents he relates about his winter home on the ice. Kak is a Copper Eskimo boy whom Stefansson visited in Victoria Land.

With him he migrates to the mainland for the summer months. Here he gets his spruce wood for his sleds. Clothes of skins may be hot when the temperature is 80° F., but they afford protection from the hordes of mosquitoes and sand flies that infest this region. And the continuous sunlight is annoying, for when shall a person go to bed? So Kak looks forward joyfully to the first frost and snow that will enable him to return to his home on the ice where food, fuel, and shelter are easily obtained.

You will enjoy this story written by Miss Irwin from notes taken from Stefansson's diary and from his book, "My Life with the Eskimo."

State Teachers College, CORA P. SLETTEN
Mankato, Minn.

JOURNAL OF GEOGRAPHY INDEX

The National Council of Geography Teachers, in cooperation with the American Geographical Society, has published an INDEX of *The Journal of Geography* for the years 1897-1921. Heretofore there has been no convenient method of locating this vast amount of highly valuable material. The INDEX is paper bound and contains 138 pages. The remaining copies are now *offered at half price*—50 cents—as long as the surplus stock lasts. *Cash must accompany the order.* Full price is charged when accounts are kept and bills rendered. Every student of geography in our colleges and universities, every normal school and college library, and every active teacher should get a copy now. Sales will stop as soon as the limited number available is gone. Order at once from

GEORGE J. MILLER,
State Teachers College,
Mankato, Minn.

NEW BOOKS

R. DeC. Ward. **The Climates of the United States.** 518 pp., 146 maps and diagrams. Ginn & Co., Boston. 1925.

A thoro and scholarly discussion of the climates of our country. The finest treatment of the subject available.

Supplement to Commerce Reports. Trade Information Bulletins. U. S. Department of Commerce, Washington, D. C. H. M. Strong. **Relation Between Value and Volume of Agricultural Exports.** No. 271. 77 pp.; Leslie A. Wheeler. **International Trade in Raw Silk.** No. 283. 17 pp., **International Trade in the Minor Fibers.** No. 289. 12 pp., **International Trade in Wool.** No. 301. 70 pp.; Ernest L. Tutt and William R. Meadows. **Marketing Cotton for Export.** No. 288. 45 pp.; H. B. Smith. **European Economic Conditions Which Affect the Markets for Agricultural Products.** No. 235. 62 pp.; Frank W. Fetter and Henry Chalmers. **Foreign Import Duties on Wheat, Wheat Flour, Meat and Meat Products.** No. 233. 37 pp.; George W. Edwards. **Financing Agricultural Exports from the United States.** No. 241. 46 pp.

This series of bulletins presents the results of a survey of world trade in agricultural products.

Manitoba: Its Development and Opportunities. 146 pp., 24 maps and photos. Natural Resources Intelligence Service, Department of the Interior, Ottawa, Canada. Free to teachers and school libraries.

A new addition to the excellent and authentic series of publications covering each of the provinces of Canada. The Canadian Government is to be congratulated on the high quality of these publications. Teachers will find them very useful.

THE EDUCATIONAL SCREEN

(Including MOVING PICTURE AGE and VISUAL EDUCATION)

The Independent Magazine Devoted to the New Influence in National Education

Published monthly (except July and August)
Subscription Price, $1.50 a year

THE EDUCATIONAL SCREEN is the only magazine in the field of visual instruction. In less than four years since its founding, in January, 1922, it has more than doubled in size, and now numbers among its subscribers thousands of the teaching profession.

It is devoted exclusively to the various aspects of visual instruction in American education, and to the problem of the theatrical motion picture as it is related to that education.

The magazine is produced by educators for educators. It is widely recognized as an authority in the field. Each issue contains scholarly articles, editorial comment, notes on developments in visual instruction, news, digests of current literature on the subject, and reviews of theatrical and non-theatrical films by members of our own staff, from the three standpoints of School, Church and Theatre, each in a separate department.

Invaluable to all users of pictorial material in any form—still pictures, stereographs, slides, films, etc.

Every subscriber is entitled to the famous year-book, "1001 Films," listing nearly 3000 film subjects, both theatrical and non-theatrical, with sources from which each may be obtained, and a brief summary of every film. *This book is not sold. It is included free with every subscription.*

The Educational Screen also publishes the Greene *Historical Charts of the Literatures:* American, English, French and German. Revised editions now ready.

These charts have been widely used in High Schools, Colleges and Universities for the past fourteen years.

Single copies, 50 cents
Discounts on quantities on application

THE EDUCATIONAL SCREEN, INC.

5 South Wabash Avenue **Chicago, Illinois**

College Credits in Geography Earned While Teaching

Teachers may pursue systematic studies in geography, under personal direction, by joining the Home Study Classes of Clark University. In five courses, subject matter and method are developed for the teacher of geography in the elementary school. These are: (1) The Teaching of Geography in the Elementary School, (2) The Teaching of Home Geography and World as a Whole, (3) The Teaching of North America, (4) The Teaching of South America, Europe and Asia, (5) The Teaching of Geographic Factors and United States in its World Relations.

In nine academic courses, the physical, economic, and regional geography of the world is studied systematically and in great detail. These are: (1) Industrial and Commercial Geography, (2) Physical Geography of the Lands, (3) Weather and Climate, (4) The Passing Weather, (5) Climatology and Climates of the World, (6) The Geography of North America, (7) The Geography of South America, (8) The Geography of Europe, (9) The Geography of the Eastern Continents.

Each course is of college grade and when satisfactorily completed, gives a credit of three semester hours. Enrollment may be made at any time. A course should be completed within twelve months.

A descriptive announcement of all these courses and two sample lessons of any selected course will be sent on request.

A bibliography of more than 500 specific references from recent literature on the teaching of geography will be sent to any address. Price 15 cents. Fourth revised edition, 1925.

Six weeks Summer School, 1926, Monday, July 5, to Friday, August 13. Geography and related subjects. Send for bulletin ready for distribution early in 1926.

CLARK UNIVERSITY, Home Study Department
WORCESTER, MASSACHUSETTS

NEW BOOKS AND MAPS

Canadian Government Publications. Catalog of Publications of the Natural Resources. Intelligence Service, Department of the Interior, Ottawa, Canada. 1924.

This catalog lists a number of interesting publications which may be received free or at a nominal cost. For instance, reports are published of each Province, of parts of the Provinces, and of Canada as a whole. These reports are well written, are authentic, and are excellent teaching aids. This Service Bureau also maintains a lantern slide department which will loan slides, free of cost, except for the express charges on the slides one way. Teachers—not students—should make requests for this material, and, preferably, use official school stationery.

Douglas C. Ridgley and Mabel P. Crompton. **Physiography.** 96 pp. McKnight and McKnight, Normal, Ill. 1925.

A reference notebook with directions for the geographic interpretation of charts, diagrams, observation blanks and maps. Designed to accompany any high school text in this subject.

Douglas C. Ridgley and Mabel P. Crompton. **Economic Geography.** 96 pp. McKnight and McKnight, Normal, Ill. 1925.

A reference notebook for high school students. Questions and exercises accompany maps and grafs which give definite information in the field of commerce and industry.

Vilhjalmur Stefansson and Violet Irwin. **Kak.** Third Edition. 253 pp., illustrated. Macmillan Co., N. Y. 1925.

Kak, a Copper Eskimo boy, describes his winter home and activities on the ice; and his summer home on the prairie.

Pupil's Loose-Leaf Outlines in
GEOGRAPHY

By B. Norman Strong

District Superintendent, Hartford, Conn.

The aim of these outlines is to correct faulty teaching, inspire interest, and stimulate original work on the part of the pupils. The outlines refer by a code of letters to the geographies now generally in use and the material has been so standardized as to insure a good knowledge of all the things a pupil should learn in his geography classes.

The pupils, guided by the Outlines, gain a thorough knowledge of the country studied. They draw their own maps, in outline, and in detail. They write compositions on the country, its history, products, public buildings, etc. They collect items of interest about the places named from current papers and magazines; also pictures of various flags, coats of arms, battleships, famous rulers, generals, distinguished citizens and typical scenes; in short, an infinite variety of material that can be found in periodicals, folders, advertisements, etc. This is neatly attached to punched sheets of paper of uniform size with the Outlines, and fastened into the loose-leaf covers.

"Since we have used your loose-leaf Geography Outlines, we think they are unique. My class is filled with enthusiasm and enjoy the work in geography very much. It is the very essence of the project method and one pupil remarked that he had learned more from these in one week than he learned in all of last year."

Wm. S. Sharp, Akeley, Minn.

These Outlines do not do away with the geographies now used. They show the pupil how to use them more effectively.

Prices

6 Countries treated separately, viz., United States, North America, South America, Europe, Asia, Africa—an Outline for each Country. 25 cents per Outline.

Loose-leaf Notebook Covers furnished if desired, at 25 cents each.

The Magazine "EDUCATION"

46th Year and Volume Beginning September, 1925

$4 a Year

Foreign post. 30c Canadian post. 20c

This Magazine is widely used in educational research work in University and College and City and Town Libraries, because of its long career, covering the entire period of modern pedagogy; and because, from the beginning, it has had the support and contributions of the leading EXPERTS IN THE THEORY AND PRACTICE OF TEACHING and ADMINISTRATION. All Articles are original contributions not available in print elsewhere.

"In reviewing some of our best professional journals to my Summer Class in School Administration, I spoke with emphasis of the many-sidedness and broad-mindedness of your 'Education.'"—Carroll D. Champlin, Southwestern State Normal School, California, Penn.

"Your periodical has had a long and honorable record in a good cause."—Dr. C. H. Douglas (D. C. Heath & Company, New York, N. Y.)

"I cannot afford to miss a single number. I have been a subscriber for more than twenty years."—Supt. C. E. Spaulding, Plymouth, Ind., Public Schools.

"It is one of the best read magazines of its kind that we have on our shelves and is excellent for reference purposes."—Miss A. F. Mailman, Asst. Librarian Free Public Library, Berlin, N.H.

"Has rendered a great service to the cause of education through a long period of years."—Joy E. Morgan, Editor, Washington, D.C.

THE PALMER CO., Publishers, 120 Boylston St., Boston, Mass.

WINSTON

The Manuals For Use With

HUMAN GEOGRAPHY

BY J. RUSSELL SMITH, Ph.D.
Professor of Economic Geography, Columbia University

A TEACHER'S MANUAL FOR BOOK I, PEOPLES AND COUNTRIES
A TEACHER'S MANUAL FOR BOOK II, REGIONS AND TRADE

These manuals were prepared by experienced teachers of Geography in collaboration with Dr. Smith, and were made with one object in view—to help teachers use HUMAN GEOGRAPHY most effectively. Experienced teachers as well as inexperienced teachers will find these manuals valuable aids. They are distributed free to teachers using HUMAN GEOGRAPHY.

FREE

A tremendous number of requests were sent to us for the following brochures: (offered in October announcement)
No. 1 School Geography and the Regional Idea
No. 2 Geography and the Higher Citizenship
No. 3 The Proper Organization of Geography in American Education
No. 4 The Elements of Geography and the Geographic Unit

We Shall Be Glad To Fill Further Requests

FREE

THE JOHN C. WINSTON COMPANY

1006-1016 Arch Street
PHILADELPHIA

623-633 S. Wabash Avenue
CHICAGO

FOR TEXTBOOKS

Homer O. Fox. **World Trade in Gasoline.** With Supplementary Report on Alcohol Motor Fuels. U. S. Department of Commerce. 97 pp. 1925.

This survey for the Department of Commerce covers forty countries and provides data on the production, distribution, and consumption of gasoline thruout the world.

Vinnie B. Clark. **Europe.** A Geographical Reader. 555 pp., illustrated. Silver, Burdett & Co. 1925.

This book is designed to furnish children of the upper grades descriptive geographic material from which geographic principles may be deduced. This material may be correlated with other courses in the curriculum. Miss Clark is in the geography department of the State Teachers and Junior College, San Diego, California.

K. C. McMurry and R. B. Hall. **Source Book in the Geography of Commercial Production.** 293 pp. Edwards Brothers, Publishers, Ann Arbor, Mich. 1925.

This material was prepared for class use in the University of Michigan. The authors selected it from publications of the United States Department of Agriculture, the Department of Commerce, and the National Bank of Commerce. In addition, there are a series of maps and statistical tabulations.

Vilhjalmur Stefansson and Julia A. Schwartz. **Northward Ho!** 181 pp., illustrated. The Macmillan Co., N. Y. 1925.

This "Account of the Far North and Its People" was selected from Stefansson's writings and adapted for boys and girls by Miss Schwartz.

High Lights of Geography

By DAVID STARR JORDAN *and* KATHERINE D. CATHER

Two geographical readers of a new type, on North America and on Europe, which deal in narrative form with fundamental principles. They contain graphic stories of nature at work on the earth, which supply that descriptive setting necessarily lacking in the usual text-book.

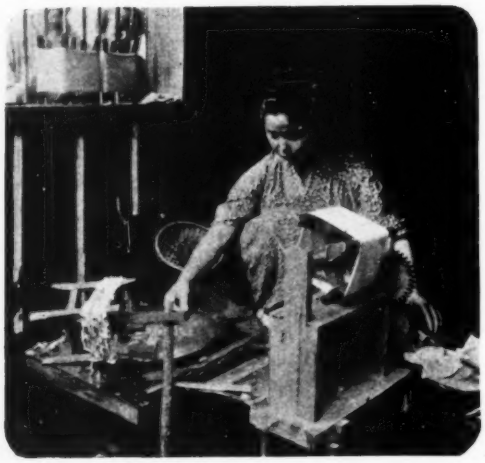
These books lend vividness and romance to geography. They tell the true stories of origin of and changes in earth features, of the marvels of nature, of the treasures in the earth, and of life upon the earth. They will motivate the study of geography by injecting new interests and will help the child get a better and more secure knowledge of great moving principles. They supply the teachers with fresh material for the explanation of commercial and industrial growth.

NORTH AMERICA EUROPE

Price $1.44 each

WORLD BOOK COMPANY, Publishers

Yonkers-on-Hudson, New York **2126 Prairie Avenue, Chicago**



©. K. V. CO.
Reeling Silk from Cocoons, Japan

Make School Work Attractive and Meaningful for the Pupil-More Effective on the Part of the Teacher--

by means of

VISUAL EDUCATION

A Visual Aid for Every Visual Need--from Kindergarten Up-- Stereographs-Stereoscopes - Lantern Slides - Lanterns

A line to us will bring you complete information, or a visit, without obligation on your part, from one of our demonstrators.

KEYSTONE VIEW CO., Inc.

Meadville, Penna.

UNITED STATES AND CANADA

The Second Volume of the New Geography Series

BY

BARROWS AND PARKER

The "working ideas," powers, and capacities developed in JOURNEYS IN DISTANT LANDS, the beginning book, are used systematically in the present volume. Motivating and checking exercises, the use of uncaptioned pictures, the method of map interpretation, the keeping of a "geography notebook"—all these features are unique and effective.

UNITED STATES AND CANADA provides more material on the United States than any other elementary text. It is the first book which consistently develops and uses "geographic regions" as areas, each of which exhibits unity in relationship between dominant human activities on the one hand and the conditions of the natural environment on the other hand.

Write to our nearest office for further information

SILVER, BURDETT AND COMPANY

NEW YORK NEWARK BOSTON CHICAGO SAN FRANCISCO

New Geography Map of Canada

POLITICAL and INDUSTRIAL

An addition to our well-known " J " Series Politial Maps

Map No. J11 Canada
44 x 60 Inches

Edited by GEORGE A. CORNISH
of the University of Toronto

This new map was produced in response to two needs; first, growing American interest in our neighbor to the north has brought a demand from Americans for a good map of Canada that can be included in sets with our popular "J" series of Political Geography Maps; second, Canadian educators are coming to appreciate the pedagogical value and general utility of D-G maps and mountings and naturally demanded a map of Canada in their sets.

The scale of the map, 75 miles to the inch, is the same as for Europe and the United States, thereby making comparisons with these important areas simple.

Besides the excellent editorial work by Professor Cornish we had the unstinted aid and hearty cooperation of various departments of the Canadian Government and this map gives the last word on the Commercial developments of Canada in the field covered by this map.

Order from the Publishers

DENOYER-GEPPERT COMPANY
SCIENTIFIC SCHOOL MAP MAKERS
5235-57 Ravenwood Ave., Chicago

Please Mention the Journal of Geography in Corresponding with Advertisers

A New Book On

EUROPE

By DR. HAROLD W. FAIRBANKS

276 Pages 6 x 9

134 Colored Illustrations

EUROPE is developed according to the problem method. New material. The book is the best example in existence of teaching the interpretation of fact.

Price $1.65, postpaid

HARR WAGNER PUBLISHING CO.
149 New Montgomery Street
SAN FRANCISCO, CALIFORNIA

Teachers Wanted for Schools and Colleges Every Day of the Year

National Teachers' Agency, Inc.

D. H. Cook, Gen. Mgr.
Home Office, Philadelphia, Pa.

Branch Offices
Pittsburgh, Pa., Indianapolis, Ind., Syracuse, N.Y., Northampton, Mass., Auburn, Maine, Memphis, Tenn.

No charge to Employers—No charge to candidate until elected—Positions waiting for Geography Teachers.

Chester Lloyd Jones and Edward A. Dow. **Algeria: A Commercial Handbook.** 51 pp., 10 photos. U. S. Department of Commerce. 1925.

This Handbook of the Department of Commerce presents the general economic activities of the Algerians, together with an analysis of their foreign trade. A transportation map accompanies the text.

Course of Study in Geography. Grades III to VI inclusive. 240 pp. Division of Publications, Board of Education, Cleveland, Ohio. 1925.

This course of study is the result of three years' work of committees of teachers, supervisors and principals of the Cleveland Public Schools.

C. F. Vance, A. H. Muzzall, J. P. Bushnell and Mark Baldwin. **Possibilities for Para Rubber Production in the Philippine Islands.** 101 pp., 21 photos, 10 maps. Department of Commerce. 1925.

Existing plantations together with potential ones in the southern islands compare favorably with the best plantations in the East Indies. This is the report made after an eight months' survey of the Islands.

Constantly Improved and Kept Up To Date

WEBSTER'S NEW INTERNATIONAL DICTIONARY

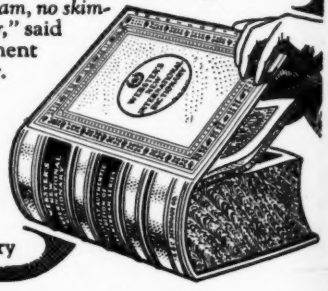
New Words such as *broadcast, realtor, Fascista, novocaine, junior college, bloc, trade acceptance, overhead, vitamin, etc.*

New Gazetteer including new census figures in the United States and in all the great powers. Also changes in spelling of thousands of place names due to changes in the official languages of many parts of Europe. Copyright 1924.

G. & C. Merriam Company
Springfield, Mass.

WRITE for "*Word Study*"—a helpful little publication for teachers of English. "*It is 100% cream, no skim-milk filler,*" said a prominent educator. FREE.

Also helps in teaching the Dictionary



Refer your own problem to Library Bureau

Four Tray Card Index Cabinet

Indexing and **Filing** have become national habits.

More and more professional people are adopting the practical and easy alphabetic subject methods of the library and the business world.

Progressive teachers know that valuable reference collections of their own may be inexpensively built up through the systematic **Indexing** and **Filing** of notes, memoranda, pamphlets, clippings, pictures, lantern slides, and professional periodicals.

Library Bureau has developed many devices suitable for individual use. By means of L. B. cards, guides, desk trays, card cabinets, pamphlet boxes and vertical files, order may be quickly brought out of confusion, and useful material found when most needed.

We invite questions covering individual problems in indexing and filing.

Library Bureau

Administrative school records and files for superintendents, principals, department heads and secretaries

Boston	Chicago	New York	Philadelphia
89 Federal St.	214 W. Monroe St.	380 Broadway	910 Chestnut St.

NATIONS AS NEIGHBORS

A textbook in geography for junior high schools and for classes of corresponding grades

LEONARD C. PACKARD
Head of the Department of Geography
Teachers College of the City of Boston

AND

CHARLES P. SINNOTT
Head of the Department of Geography
State Normal School, Bridgewater, Massachusetts

A basal textbook in geography designed to bridge the gap between the advanced book of any one of the widely used elementary series and the high-school textbook. Its purpose is to lead young people of junior-high-school age to understand and appreciate the contributions which each nation makes to the world's welfare, and to realize that anything that interferes with or helps in the growth of any one nation is a matter of concern to all other nations. It presents a course that in subject matter and style continues the former work and lays the foundation for the more advanced. Every effort has been made to provide a bountiful supply of photographs that really illustrate. There are sixty-one maps, including six in color which feature important continents and nations.

579 pages *Price $2.00*

THE MACMILLAN COMPANY

NEW YORK CHICAGO BOSTON SAN FRANCISCO
ATLANTA DALLAS